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ABSTRACT

This paper outlines the teacher education process in the USSR, England, France, and West Germany. While the content is mainly limited to the secondary school teacher, the study encompasses the entire educational system of the country and, therefore, occasionally mention is made of various other educational levels. The structure of the teacher education system is examined within the framework of the function it serves. Included in the discussion of the programs are considerations of cultural needs and philosophies governing the education of teachers. Briefly addressed are questions of prospects, problems, and changes in teacher training. (JD)

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TEACHER EDUCATION: A COMPARATIVE STUDY OF PROGRAMS IN ENGLAND, FRANCE, USSR AND GERMANY

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Central to education and the educative process is the teacher. At the root of all curricular reform, structural reform or various other movements and trends in the educational development of a country lies the necessary translation and effective operation of these reforms on the part of the nation's teaching faculty at all levels. The training of teachers, when viewed in this respect, becomes of paramount importance.

> Teacher education is the cornerstone of public education. The state of teacher training, the direction and quality of this training, and the breadth of the network of pedagogical educational institutions are among the principal indicators of the level of development of a country's system of public education. The organization of teacher training determines the nature of the general education school, the system of upbringing of the younger generation, and, ultimately, the potential cultural development of society. [1]

This importance of teacher education becomes clear when one begins to study it in a comparative sense and, too, it quickly becomes evident that to directly compare the training and quality of teachers in one country with another is not only impossible but grossly unfair, for teacher training is directly related to the educational needs and demands of the persons and systems it serves. However, comparative study does reveal that teacher education is the most important part of the educational structure of any country. This is a valid statement and perhaps one Americans tend to take for granted. Europeans seem to sense it in degrees of importance and the Soviet Union realizes that as teacher education goes, so goes their schools and society. The failure of Americans to realize this might be offered as partial explanation for the failure of so much of our endless

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[1]F. G. Panachin, "Teacher Education In The USSR: Historical Development and Current Trends", Soviet Education, (July-August, 1977), 3.

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attempts at school reform. We fail to dig to the root. Therefore a comparative glance at the structure, content and changes in various teacher education programs serves to teach one a vital lesson and causes one to reflect upon the status of one's own institutions and programs in the light of its ultimate importance to the actual job of educating the populations.

The purpose of this paper will be to outline for the reader the teacher education process in the USSR, England, France, and Germany. The content will be limited to secondary teachers in general, but to study teacher education is to really study the entire educational system of a country, so mention will occasionally be made to various other levels. This look at structure will certainly reveal the importance of teacher education to the function it serves. Content will likewise be discussed and herein lies elements of values, cultural needs and philosophies governing the education of teachers. Finally, where possible I will address the question of prospects, problems and changes in hopes of further reinforcing the notion of the importance of teacher training to the educational system.

ENGLAND

Structurally, England provides two main routes into the teaching profession: the first through the universities and second through training colleges devoted entirely to the preparation of teachers. These two types are referred to as the graduate teacher and the non-graduate teacher respectively. The graduate teacher has completed a degree in a university or polytechnic, and upon graduation enters a one year intensive program of teacher training called the Post Graduate Certificate in Education. The

non-graduate teachers come through the colleges of education following a three-year course of personal education integrated with specific professional preparation classes.[2] The majority of teachers are admitted to three-year colleges of education upon graduation from a grammar school and have shown good performance at "A" level examinations. A teacher's certificate is awarded on the results of a final examination.[3] Secondary teachers are recruited from both types of training. Basically the graduate teacher goes into the grammar school, while the non-graduate enters the primary school, lower secondary or one of the newer forms of secondary schools in England such as the secondary modern school.

The content of the respective curricula is determined in one instance by the university, generally specific and heavy in the academic subject to be taught, followed by a year's work in pedigogy done in the university's department of education.

The curricular content of the college of education is a bit more complicated to discuss. The reason for this, is that there has been a drive in England to end the dualism in teacher education, and move towards an all graduate teaching force. In general the one-year post-graduate course in the universities is being left alone and the colleges of education are being restructed towards a clear four-year program.[4] Detailed work on syllabuses

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[2]R. P. Seymour, "Teacher Education and Staff Development in Britain," A Special White Paper Report, 5.

[3]Edmund J. King, Other Schools and Ours: A Comparative Study For Today, (New York: Holt, Rinehart and Winston; 1967) Note: Colleges of Education also provide for an expanding minority of students new four-year courses combining, with the professional training, a degree (B.Ed.) of the university with whose School of Education they are associated. Some able students may transfer to ordinary university studies in mid-course.

[4]Seymour, Teacher Education and Staff Development, 9.

is being carried out through a system of boards of studies composed of the college lectures on the subject matter together with their opposite members from a university department of education, and some representatives from the relevant subject departments of the university. They are sometimes laying down uniform syllabuses but usually are considering syllabuses put up by individual colleges. These boards of studies also nominate internal and external examiners. Within these colleges of education it is becoming normal for these to be academic boards and boards of studies in individual subjects to manage the college's academic work.[5]

> A college might remain as a monotechnic devoted almost exclusively to teacher education. It might broaden out as a College of Higher Education, possibly with mergers with neighboring colleges, offering a program mainly in the Arts and Human Sciences. It might join with the local Polytechnic and become a Department of Education in that institution. It might merge with the local University. It could cease initial training altogether and become a teacher's in-service center or finally it could close down altogether and; at the present time some 30 of our 152 Colleges of Education have this looming up as an enforced choice.[6]

This drive to eliminate the dualism is generally supported by the government and naturally has the strong support of the teachers' unions. Yet the dual tradition of higher education in England is causing problems for this trend. The universities have considerable doubt about the possibility of transferring from a college to a university course, and many employers in Britain have also made it known that they view the new Diploma with some suspicion.[7]

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[5]Robert Bell, Gerald Fowler, and Ken Little, Education in Great Britain and Ireland: A Source Book, (London: Routledge and Kegan Paul, 1973), 269.

[6]Seymour, Teacher Education and Staff Development, 12.

[7]Ibid. p.10.

A major criticism is that even if the Colleges of Education grant a B. Ed. they are still monotechnic institutions at best. This can be bad for teacher training in three respects:

1) the education of teachers takes place in 'mono-technic' institutions which are effectively isolated from the rest of higher education

2) their vulnerability to government demand has meant that over the years their chief preoccupation has been with accommodating even larger numbers of students

3) in so far as they have links, through the universities, with higher education they are subject to pressures which are irrelevant to their major purposes.[8]

Perhaps the argument against the drive to reform the colleges and their limited university affiliation finds its clearest expression in the following passage from Tyrrell Burgess in his essay "Teacher Training within Higher Education,"

> I have written elsewhere about the existence of two traditions in British higher education. The first, which I call the 'university tradition', is academic and exclusive. It is concerned, to put it crudely, with the preservation, extension and dissemination of knowledge 'for its own sake'. It is on the whole educationally conservative. It gives at least as high a value to research as to teaching. The other tradition I call the 'technical-college tradition'. This is inclusive or 'comprehensive'. It is concerned not with knowledge for its own sake but with vocational and professional education--even with 'mere' vocational training. It is educationally innovative: the only major innovation in higher education this century has been the sandwich course, an invention of the technical colleges. The technical college tradition is a teaching tradition: research tends to be "applied" or even a "service', perhaps to local industry.
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> It ought to have been a matter of continuous debate which of these traditions was more appropriate for colleges concerned with the training of teachers. In fact, it seems to have been assumed without question, not least by the established senior staff in the colleges themselves, that academic and other links with universities were the only obvious and desirable ones, and

[8]Bell, et al. Education in Great Britain and Ireland, p. 270.

> this despite the fact that the universities have shown themselves almost wholly inimical to the development of teacher education as a university discipline.[9]

Whether or not this trend to eliminate the existing dualism by maintaining teacher colleges whose curriculum will be some what equal to a university education may largely depend on the success or failure of the comprehensivization movement to eliminate the rigid class lines from which it springs. It is obvious that revolutions in governance, administrative structures and traditions may well be called for, yet it is clear that the English recognize the importance of sound teacher education and that in effect to reform education they must likewise reform teacher preparation.

FRANCE

Due to the complex structure of French education, the structure of teacher education in France is likewise complicated. As in England, a person can become a teacher in basically two ways, at the university or in a teacher training college called an Ecole Normale. These divisions are again referred to as trained and untrained or graduate and non-graduate teachers. Elementary teachers, as in England, exclusively attend the colleges of education as do some of the secondary teachers. This division between trained and untrained teachers is indeed significant.[10]

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[9]For a detailed analysis of this question see William Taylor, "The University Teacher of Education in England", Comparative Education, I (June 1965).

[10]W.D. Halls, Education, Culture and Politics in Modern France, (New York: Pergamon Press, 1976), p. 140.

The instituteur or teacher who attends the Ecole Normale does so after having passed the Baccalaureat at about age 18 and follows a two-year course. At present this comprises periods of teaching practice, general and specific teaching methods, psychology and history of education as well as a range of courses in specific subject matter. This course of study leads to a "certificate of end of teacher training studies."[11]

The basic degree which qualifies the instituteur can also be extended to qualify these non-graduate persons for other positions. Because of the creation of the college of secondary education,[12] which is destined to receive all pupils for the first four years of secondary school, resting on the theory of enabling pupils to move from one track to another with ease and of mixing together different categories of teachers, a number of former instituteurs have been recuited to teach the least gifted pupils in secondary education.[13]

A secondary category of non-graduate teacher is known as professeur d'enseignement general de college. This teacher is qualified to teach the lesser of the academic tracks in the lower secondary schools. These positions are open to those students from a teacher training college, experienced elementary education teachers or those students who have had one year of higher education. Training takes place in a centre de formation. The duration of the course is three years, two years of which are spent following studies in higher education and one year of which is spent on teaching practice and theory. The final degree of CAPCEG enables them to

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[11] Ibid. p. 140.

[12] This new school has a social aim of equalizing educational opportunity and of raising standards and has been rapidly established.

[13] Halls, op. cit. p 142.

teach two or three subjects in a college of secondary education.[14]

The two remaining categories of professeurs certifies and professeures agreges are reserved for graduate teachers. These follow different programs of preparation. Concerning the professeurs certifies, after one year at the university a student who passes a competitive exam is admitted to a secondary teacher training institute. They continue their studies for a degree have some preparatory teacher training courses and prepare for the same examinations as graduates who seek to enter teaching at a later stage. The degree course chosen must be in one of the subjects approved for secondary teaching. After graduation they take the first part of the examination for "the certificate of aptitude for secondary teaching" (CAPES) which is wholly academic. In 1974, out of 45,945 who took it only 4,022 passed. The student then enters a regional teaching center in which he/she spends a year before taking the second, or practical part of the examination. At this time he/she follows a number of lectures and courses relating to school organization, his/her teaching subject and other related material. A written report of practice is likewise required. As regards to the professeurs agreges, this is the pinnacle of teaching. The agrege will have passed a State competitive examination reserved for those who have a master's degree. This examination consists of an eliminatory written test, followed by an oral examination and the teaching of several model lessons before an examing board. Since 1970 the agrege also undergoes some on-the-job training during the first year of teaching. These two categories of teachers usually teach in the lycee, although the agreges may be offered governmental positions.[15]

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[14] Ibid. p.143.

[15] Ibid. pp. 143-144.

Currently in France a large number of unqualified teachers is being employed. One teacher in four employed in the lycee is unqualified in the sense that he does not have the certificat d'aptitude pedagogique a l'enseignement secondaire or CAPES, although 84 per cent of these unqualified teachers do hold a degree in the subject they are teaching. One teacher in two employed in colleges of secondary education and one in three in technical education also lack the final teaching qualifications.[16]

Because of a movement in France toward comprehensivization as in England, as seen in the advent of the college of secondary education, there is much dissatisfaction with the methods of training teachers. Several reforms have been proposed.

The Caen Colloquium of 1966 wanted a somewhat uniform training that would comprise three main points:

1) communication skills: how the teaching "message" should be put over effectively;

2) the study of selected topics from the psychology and sociology of education: teaching techniques, special subject method, group dynamics, evaluation and educational technology, child development, organization and guidance, history of education and comparative education;

3) professional training proper and inclusion of a year spent in various types of schools.[17]

Other recommendations have included the idea that the teaching profession should be unified: all teachers, whatever their academic origins, would be trained in the university. Theoretical courses, while necessary, would be subordinated to in-the-classroom training. The proposals have

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[16] Ibid. p. 145

[17] Ibid. p. 146.

not been universally accepted or even welcomed. It seems that professional organizations are intent on preserving the hierarchy of ranks.[18]

Yet the trends toward comprehensive schools, and the elimination of dualism in teacher training are strong motives for reform and very closely related. In addition teachers in France have "seen their function changed from being the proud transmitters of knowledge and culture to one they consider inferior, that of mentor, guide and counsellor. This has led also to a loss of prestige and esteem within the community."[19] The obvious relationships of teacher training to reforms and quality of education is apparent, and the French as the English will begin to seek solutions in this context.

U.S.S.R

In the Soviet Union teachers are recruited largely from three sources: Pedagogic schools, Pedagogic institutes and the universities.

(a) Pedagogic schools admit students who have completed eight-year schooling, and provide courses of 3½ years of kindergarten work, four years for primary teaching. As with other secondary specialized schools, it is possible to take a two-year concentrated course after completion of the ten year school. Some of the pedagogic schools specialize in art, music, physical education, etc., but the majority are concerned with the training of primary school teachers.

(b) Pedagogic instututes are now organized as VUZy (higher institutions), admitting students who have completed the ten-year school (though some enter from secondary specialized schools). Their chief concern is with the preparation of subject specialists for the secondary levels; the organization of courses is complex, but broadly speaking

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[18] Ibid. p. 147

[19] Ibid. pp. 137-138.

it takes four years to qualify in one subject, five years in two. In recent years the trend has been towards more two-subject specialisms, which is to the advantage of student and school alike, especially the smaller schools in the rural areas. There are also four-year courses for primary teachers, though these have replaced the pedagogic schools in only a few parts of the country. (In 1970, only 12.4 per cent of primary teachers held higher educational qualifications.)

(c) The universities also provide secondary specialists, the professional subjects being an integral part of most university courses. In contrast to the pedagogic institutes, they require five years to qualify in one subject. About 60 per cent of university graduates enter teaching; though heavily outnumbered by pedagogic institute graduates in the secondary schools, their contribution is still important. There is said to be a tendecy for university graduates to concentrate in the upper secondary forms, but officially the two types of institution, unlike most European countries, are on the same footing; higher education of either type, qualifies for teaching beyond the primary stage.[20]

The accompanying curricula can be generally described as having an overwhelming emphasis on subject content. The proportion of time given to the special subjects varies from just over half to well over sixty per cent, as compared with about ten per cent for teacher training subjects in the various institutes and less than that in the universities. In Soviet courses, more time is also given to the political as opposed to pedogogical subjects, and in the universities twice as much. Within the "professional subjects"--education, psychology, etc.,--particular attention is paid to method.[21] Yet, the most striking feature of Soviet teacher education is the emphasis on special subject content; what is going to be taught. The "How" is important but secondary. Generally, the higher one goes up the system, the less important a place do the professional subjects hold.

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[20]Nigel Grant, "Teacher Training in the U.S.S.R. and Eastern Europe," Comparative Education, VIII (April 1972), p. 11.

[21]Ibid. p. 13.

It is assumed that teaching older children calls for knowledge, while skill is required for teaching younger children. Practice teaching, while structured and highly varied in duration is broad in scope ranging from work in Pioneer Camps to schools. However, students in a practice teaching situation are far too often used to fill gaps in the teaching staff despite the theoretical syllabus.[22]

As in other countries, the course of teacher training is changing as educational reforms are implemented; consequently, teacher training in the Soviet Union has been subjected to critical examination over the last few years. The question of dualism is present as in Western Europe and Britain, and in fact the universities in the U.S.S.R. suffer from the same uncertainty as to their role in teacher education as in England.

> In the pedagogic work of the universities there are, unfortunately, many defects. Sometimes we see that some teachers from the university are characterized by weak training in the fields of pedogogy and teaching method, insufficient knowledge of the secondary school syllabuses in their subjects, and unhelpfulness in fulfilling their functions.[23]

Most university-trained teachers with high marks tend to avoid teaching altogether. "They (university-trained teachers) are generally allowed to be ahead of their pedagogic institute counterparts in knowledge of their special subjects, but tend to lag behind them in teaching skill, and far behind in motivation."[24]

So as university students suffer from a lack of pedagogic skills, the institute students suffer from a lack of mastery of the specialist

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[22] Ibid. pp. 13-14

[23] Ibid. pp. 14-15

[24] Ibid. p. 15.

subjects. Generally speaking this is because many of the institutes are too small to support a teaching staff big enough to provide a wide range of specialist instruction, some too are far from cultural centers, which depresses the calibre of staff and students. The effort was made to abolish them and come up with a compromise as the British are trying to do, but with a shortage of teachers and rising enrollments it seems that the pedagogic school will be needed. Apparently the Soviet Union is going to concentrate on improving them.[25]

Currently in the Soviet Union the trend in teacher education seems to be that a significant percentage of teachers are upgrading their ideological and political knowledge in the political education system. This is being accomplished through evening universities, Party schools, methodological seminars, and clubs. Advanced teaching training institutes have developed mobile polytechnical laboratories to facilitate the upgrading of teachers' qualifications. These mobile labs feature small electronic motors, motion picture projectors, instruments and aids for laboratory, demonstration in school physics, chemistry and biology. Servicing mainly rural areas, every trip by these labs becomes a kind of field seminar for teachers. Also one-year and two-year intramural-correspondence courses have gained in popularity throughout the country.[26] Basically the current system for upgrading the qualifications of teachers is characterized by the following features:

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[25] Ibid. p.16

[26] F.G. Panachin, "The Advanced Training and Self-Education of Teachers Today," Soviet Education, (July-August, 1977), p. 182-186.

> 1. Planning and organization. Each union and autonomous republic as well as each territory and region has a one-year or long-range plan for the retraining of teachers. The USSR Ministry of Education and the USSR Academy of Pedagogical Sciences drafted model syllabuses and course curricula for the entire period of the school reform as far back as 1967 to assist institutes for the advanced training of teachers.
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> 2. The mass nature of course activities. Between 400,000 and 500,000 teachers are retrained each year in courses at institutes for the advanced training of teachers, at pedagogical higher educational institutes and teacher training schools, at many universities, and at other educational institutions. Over 2.5 million persons were retrained in such courses over the last five years.
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> 3. Expansion of the facilities and funds made available for education. Hundreds of new scientific methods centers --institutes for the advanced training of teachers and city and district methods centers--have been created in recent years. Over 7,000 qualified methods specialists now work in these institutions. All institutes have specialized libraries and a book collection totaling more than 9 million volumes. New institute buildings with dormitories for course participants have been constructed in many republic capitals and regional cities.[27]

As teacher education reforms are implemented in the Soviet Union, it is obvious that the government will act upon its stated belief that "how it (the new curriculum and syllabus) will work out depends wholly and utterly upon the teacher." While some argue that is is probably something of an exaggeration to claim that the success of educational policies depend "wholly and utterly" on the teachers, their leading role at least is recognized.

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[27] Ibid. p. 190

FEDERAL REPUBLIC OF GERMANY

The structure of teacher education in Germany is again dualistic and contingent upon the type of school in which one wishes to teach. Basically there is the traditional split between university trained teachers and those trained in colleges of education. The colleges of education, which fall under the jurisdiction of the individual Länder, have recently been elevated to a higher level and renamed Paedogogische Hochschulen. As seen in Britain and the Soviet Union, the upgrading of these institutions is an effort to equalize the education of all teachers, with the universities rather unsure about the whole reform and the role they are to play.

In Germany colleges of education remain primarily responsible for training teachers for the primary school and Hauptschule. The course generally lasts six semesters and includes general studies, professional subjects and practical school experience. Qualifications do vary from Land to Land as well as do qualifications for teaching in the middle school. However, the bulk if not all of the work done by these prospective teachers is done in the colleges of education.[28]

Teachers training for positions in the academic secondary schools follow a standardized training program throughout Germany. Students complete a minimum of eight semesters at a university, take an examination in the subjects he/she plans to teach and is then assigned to a selected secondary school for two years. Here they are assigned to an intern seminar. Student teaching occupies about one-third of the time and, the other two-thirds is spent in further studying the major subjects to be

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[28]U.S. Department of Health, Education and Welfare, The Federal Republic of Germany, (Washington, D.C.: Government Printing Office, 1975), p.20.

taught and didactics. It has been remarked that an impressive aspect of the training of Gymnasium teachers is the thoroughness with which it is done. The Gymnasium teacher, rather than usually holding what might be thought of as a university degree, really has passed a state exam. Many are content with this and do not pursue the Ph.D.[29]

Trends in German teacher education seem to parallel those of Britain and other European countries with regards to dealing with the question of dualism. In 1970 the Frankenthal Agreement, which came out of the Kultursministerkonferenz attempted to set out conditions for a unitary system for the training of teachers. According to the declaration, preparation for teaching at all levels of Germany's school system would be conducted at institutions of university level in two phases, both of which would be terminated by a state examination.

However, little will come of this proposal due to cost. The cost of upgrading primary teachers to the state of parity with their secondary colleges would be vast. Some aspects of the declaration may be incorporated in some reform in the case of upper secondary teachers however.[30]

> Many interested parties have agreed that an academic education for all teachers is essential in order to keep pace with educational and more general social change. But the universities while endorsing this view in principle have appeared reluctant to accept the inference that the Pädagogische Hochschulen should therefore be integerated into their partcular sector.[31]

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[29]John R. Berry, "Teacher Education in West Germany," (Unpublished article), p. 8

[30]A. Hearnden, Education, Culture and Politics in West Germany, (New York: Pergamon Press), pp. 137-140.

[31]Ibid. p. 136.

It is in this perspective, Hearnden concludes that the future structure of the education and training of teachers must be considered. The relationship between the Padagogische Hochschulen and the universities is at issue in the controversy concerning the future of higher education in Germany. Despite differences, the context that reform must work within includes teacher education as basic to its fruition, in order that such changes as do take place will be more in substance than in name only.[32]

In conclusion one can see many similarities with regards to teacher education in the four countries studied. Structurally they are similar in that the type of education and training a teacher receives is basically congruent with the type of school he/she wishes to teach in. Content varies as would be expected as the political, cultural and philosophical needs of the countries vary. All seem to share the resultant problems that spring from a dualistic teacher training program and have not yet solved the question of the teacher training colleges and their relationship to the universities in this respect. The trend seems to be to retain the pedagogic institutes in an upgraded status, and to begin to affiliate them with universities in some manner. However, as the comprehensivization movement in Europe increases as it might, the drive for uniform teacher education could increase. Although, at times and for different reasons, they all would agree that a uniform method of teacher training might perhaps lead to a more sound and effective educational system staffed by qualified persons. All four countries are in some state of reform and it would be safe to say that teacher education is changing to meet the needs of educational reform in general. Most importantly I think, all of the

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[32] Ibid. pp. 143-144

countries studied realize that teacher education is a basic link in the progression of educational theory to practice and that quality education and effective reform are rooted in this belief and consequent action.

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